

# ***USS CONSTELLATION (CV-64)***

## ***“America’s Flagship”***



***Professional Development Plan  
Commanding Officers Guidance  
for 2002***

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# Top Five Priorities



"I use a management tool that I refer to as my "Top Five." It is a methodology — a priority list — intended to help our Naval establishment focus as an organization on the issues most critical to our sustained success. I invite you — no, I encourage you — to examine these priorities in detail. Digest them, contemplate them and discuss them with your Shipmates."

Adm Vern Clark

## MANPOWER

"Manpower is, and will remain, our Navy's biggest challenge. We are at war for people and we are fighting this war on three fronts — recruiting the right people, raising retention and attacking attrition. To win, we need the involvement of every leader at every level, from admirals to third class petty officers and seamen — everyone who has Sailors working for them. All of you directly affect our success on this issue, through your own personal actions and through your chain of command."

## CURRENT READINESS

"I am very proud of our forward-deployed forces. Overall, the readiness of those units is good. I come from the fleet and I've seen this first hand. However, some of our units at home are less ready. The non-deployed side is paying the price so that our rotational deployers can be fully ready. My goal is to improve the flow of resources so that all naval forces are ready, and that includes modernization of our Navy."

## FUTURE READINESS

"The power to compete in the future has everything to do with being credible today. The world is dangerous and unpredictable. Our Navy routinely operates in tough places, and that's as it should be. We work and operate in an atmosphere of risk and we should not shy away from it. We should be credible and we should be ready. We must constantly challenge the assumptions that we face on a daily basis and adapt to an ever-changing world."

## QUALITY OF SERVICE

"Quality of service is a balanced combination of quality of life and quality of work. Although we are seeing great improvements in quality of life, this has not been the case for quality of work. Quality of work includes everything that makes your workplace a great place to be — from getting the spare parts you need in a timely manner to working spaces that are up to current standards. Quality of service includes having a work environment that contributes to personal and professional growth."

## ALIGNMENT

"This involves a couple of things. First, we must ensure that our *organizations*, systems, and processes are aligned to deliver exactly what they are designed to produce — a combat-capable Navy, ready to sail into harm's way. Second, alignment involves clear *communication*, from the recruiter, to the LPO to the CO to the CNO. It's about communicating realistic expectations and then helping Sailors accomplish realistic goals — in a word, credibility."

"What I believe more than anything else, is that we make commitments to one another. Leaders promise and commit things to subordinates, and subordinates promise and commit things to the bosses."

Adm Vern Clark



## DEPARTMENT OF THE NAVY

USS CONSTELLATION (CV 64)

FPO AP 96635-2780

From: Commanding Officer, USS CONSTELLATION (CV-64)

To: All hands

Subj: MISSION/VISION/GUIDING PRINCIPLES

### **Mission:**

The mission of USS CONSTELLATION is to:

- Project power from our flight deck
- Lead as the Battle Group's Flagship
- Serve as the foundation of the success of our shipmates
- Engage as the showpiece of our Nation's military

### **Vision:**

- People are our most important asset.
- People like to play on a winning team.
- Excellence is its own reward.
- Safety is an integral part of combat readiness.
- A clean ship is a happy ship.

### **Guiding Principles:**

Discrimination, harassment, and hazing are intolerable and unforgivable. Treat other people like you want to be treated.

The chain of command will take care of the people on this ship. The people on this ship will take care of her. Truly excellent commands work smarter and harder, and reap the benefits.

Applicable directives will be followed at all times. When a better way of doing business is discovered, that idea will be forwarded up the chain of command for consideration.

Nothing we do during peacetime is worth risking death or serious injury. I will personally let you know if that changes.

Our primary reason for serving is to ensure the safety of our families and the American way of life. The success of the ship is directly related to the well being of our families.

Every person serving aboard USS CONSTELLATION (CV-64) should have personal and professional goals for their tour. These goals should be known, understood, and supported by each individual and the chain of command.

I have read and understand this document: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature

Name \_\_\_\_\_

Rate/Rank \_\_\_\_\_

Date Reported \_\_\_\_\_

Active Duty Start Date \_\_\_\_\_

PRD \_\_\_\_\_

Hometown \_\_\_\_\_

Assignment aboard CONNIE \_\_\_\_\_

Other assignments aboard CONNIE \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When I am recognized for outstanding effort, I wish a copy of the award to be sent to:

(Name/Address/Relation) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Personal goals during this tour \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Professional goals during this tour \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Enlisted personnel turn this form into your LCPO. Officers turn this form into your Department Head and Department Heads turn this into the Executive Officer.

**To be filled in when transferring from this command:**

What I liked about this command \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What I didn't like about this command \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The one thing I would change in this command \_\_\_\_\_

\_\_\_\_\_

# **USS CONSTELLATION (CV 64)**

## **2002 GOALS**

### **SAFETY**

#### **\* NO FATALITIES**

- \* ENSURE ORM BECOMES AN INTEGRAL PART OF ALL ON/OFF DUTY ACTIVITIES
- \* IMPROVE EDUCATION, TRAINING, PRACTICE
- \* SIMPLIFY THE TERMS AND MAXIMIZE THE USE OF PRACTICAL EXAMPLES DURING TRAINING

#### **\* REDUCE OUTSTANDING HADAP DISCREPANCY BY 25%**

- \* BETTER IDENTIFICATION AND ENTRY INTO DATA BASE
- \* BETTER FOLLOW-UP AND CORRECTION BY DCPO'S
- \* REDUCE LOST WORKDAYS BY 25%
- \* INCREASE ACCURACY OF SHIP'S COMPANY PERSONNEL TRACKED IN NAVOSH MEDICAL SURVEILLANCE PROGRAMS BY 50%

### **WARFIGHTING**

#### **\* FOD - CRUNCHES - A/C MISHAPS**

- \* 25% REDUCTION IN FODS DURING TURNAROUND (SIX OR LESS)
- \* INCREASE MISHAP FREE AIRCRAFT MOVE RATE TO ONE CRUNCH PER EVERY 1700 MOVES
- \* 25% REDUCTION IN CRUNCH COSTS (\$750,000.00 OR LESS)
- \* 50% REDUCTION IN MISHAPS FROM LAST TURNAROUND

#### **\* ATTAIN 100% DEPT EFFICIENCY AWARDS**

- \* ATTAIN C-2 OR BETTER IN MANPOWER
- \* MEET OR EXCEED NAVY-WIDE EMPLOYMENT RELIABILITY IN SHIPBOARD SYSTEMS
- \* BE C-1 IN ALL AREAS EXCEPT MANPOWER
- \* MEET OR EXCEED TYCOM & ISIC GOALS. (OPERATIONAL PERFORMANCE)
- \* PASS ALL INSPECTION / CERTIFICATIONS THE FIRST TIME ON TIME
- \* SPECIFIC DEPARTMENTAL GOALS WILL CONTRIBUTE TO MEETING THE ABOVE

### **COVENANT LEADERSHIP**

#### **\* ADVANCEMENT/RETENTION/ATTRITION**

- \* IMPROVE OVERALL ADVANCEMENT TO 42%
- \* 50% WARFARE QUALIFICATION FOR E-4s
- \* MEET WARFARE QUALS FOR E-5 AND ABOVE PER OPNAV REQUIREMENTS
- \* EXCEED AIRPAC'S RETENTION AVERAGE BY 10% FOR 1st TERMERS MEET OR EXCEED ALL OTHERS
- \* TIMELY SUBMISSION OF SUPERIOR PERFORMANCE AWARDS
- \* COMPLETE DECOM CONFERENCE / DETAILER VISITS PRIOR TO DEPLOYMENT
- \* REDUCE FIRST TERM ATTRITION TO 14%

# **USS CONSTELLATION (CV-64) COMMANDING OFFICERS TOP PRIORITIES**

- 1. Advancement**
- 2. Retention**
- 3. Attrition**
- 4. Cleanliness and Material Condition**



NAME/RATE:		DEP/DIV:		USS CONSTELLATION (CV 64)					
				AMERICA'S FLAGSHIP					
				ROAD MAP TO SUCCESS					
PROFESSIONAL DEVELOPMENT PLAN		6 MONTHS		12 MONTHS		24 MONTHS		36 MONTHS	
<b>CAREER DEVELOPMENT BOARD</b>									
<b>ADVANCEMENT/QUALIFICATIONS</b>									
APPRENTICE E-1 THRU E-4									
JOURNEYMAN E-5 THRU E-6									
MASTER E-7 THRU E-9									
WATCHES									
WARFARE QUALIFICATIONS									
LEADERSHIP CONTINUUM									
<b>EDUCATIONAL OPPORTUNITIES</b>									
HS DIP/GED/PACE									
DEGREE PROGRAMS									
PROFESSIONAL COURSES									
<b>FINANCIAL PLANNING</b>									
INDIVIDUAL/FAMILY									
BUDGETING									
MANAGING YOUR CHECKBOOK									
MAKING SMART INVESTMENTS									
<b>PHYSICAL FITNESS</b>									
<b>CAREER INTENTIONS</b>									
REENLISTING									
DETAILER CONTACT/ORDERS									
FAMILY RELOCATION ASSIST									

# CAREER DEVELOPMENT/REVIEW BOARD SHEET

<b>NAME:</b>			<b>RATE/RANK:</b>		<b>SSN:</b>	
<b>AGE:</b>	<b>DEPT/DIV:</b>	<b>YEARS OF ACTIVE DUTY:</b>	<b>MARITAL STATUS:</b>	<b># OF DEPENDENTS:</b>		
<b>FORMAL EDUCATION COMPLETED (YR'S):</b>			<b>DEGREE (TYPE):</b>		<b>MAJOR:</b>	

<b>GOALS (MIL/EDUCATION):</b>
<b>CAREER ADVANCEMENT/ASSIGNMENT:</b>
<b>CAREER EDUCATION/NAVY CAREER PATH:</b>
<b>NSGA MISAWA TOUR INTENTIONS/INCENTIVE:</b>

## CAREER INTENTIONS:

<b>1. CAREER PATH</b> -NAVY RATING CAREER PATH AND OCCUPATIONAL STANDARDS -"FORCE-FIELD" ANALYSIS/PRO'S-CON'S/20-30 YEAR CAREER -COLUMN 1: RATING CAREER PATH -COLUMN 2: CIVILIAN CAREER PATH
<b>2. PERSONAL GOALS AND OBJECTIVES PLANNER:</b> ANSWER THE QUESTION: "WHERE DO I WANT TO BE IN MY LIFE AND CAREER IN 5 YEARS?" - OUTLINE PROFESSIONAL/TECHNICAL/MILITARY/PERSONAL/ADVANCEMENT/CAREER/FITNESS/ LIFESTYLE & FAMILY/FINANCIAL
<b>3. CAREER ADVANCEMENT PLANNER:</b> - REFER TO CAREER ADVANCEMENT PLANNER AND ADVANCEMENT-IN-RATE STUDY PLANNER

# CAREER ADVANCEMENT PLANNER

<b>COMMAND IMPACT</b>
<b>COMMAND ACCOMPLISHMENTS</b>
<b>HUMAN RESOURCE MANAGEMENT</b>
<b>COMMAND PHYSICAL READINESS</b>
<b>GENERAL MILITARY KNOWLEDGE</b>
<b>CAREER EDUCATION</b>
<b>CAREER DEVELOPMENT</b>
<b>CAREER REVIEW</b>
<b>QUALITY OF SERVICE</b>
<b>QUALITY OF WORK</b>
<b>QUALITY OF LIFE</b>
<b>STANDARDS OF PERSONAL CONDUCT</b>
<b>COMMUNITY SERVICE</b>
<b>YOU AS A WHOLE SAILOR</b>

# COMMAND MANAGED PROFESSIONAL DEVELOPMENT PLAN

1. **Early Engagement (First Step) – OPNAVINST 1740.3A**  
{1-4 mos. prior to reporting}
  - a **Sponsorship Program**
    - 1) Incorporate Sailor, Spouse and family \_\_\_\_\_
    - 2) Identify /resolve personal or family challenges \_\_\_\_\_
    - 3) Stage Setting \_\_\_\_\_
2. **Indoctrination (Orientation)**  
{Within 1<sup>st</sup> week of report date}
  - a **Identifying Mission Objectives** \_\_\_\_\_
  - b **Identifying Resource pool available**
  - c **Identifying Tools for career success**
3. **Career Development Boards (objectives) – OPNAVINST 1040.11**  
{Initial board within 2<sup>nd</sup> week of reporting}
  - a **Plan for Success**
    - 1) **Functional Skills**
      - Strengths and Weaknesses \_\_\_\_\_
    - 2) **Alignment of Expectations (command/individual)** \_\_\_\_\_
      - Duties/Responsibilities
      - Goals
    - 3) **Professional Growth** \_\_\_\_\_
      - Goals (short and long term)
      - Setting and monitoring progress
      - Mentor Assignment
      - Advancement & Qualification Requirements
      - Identify Resources
    - 4) **Personal Development** \_\_\_\_\_
      - Goals (short and long term)
      - Mentor Involvement
      - Educational Opportunities
      - Family Financial Planning/Counseling
      - Identify Resources

4. **Career Development Boards** (continued) – [OPNAVINST 1040.11](#)

a **Sailorization**

1) **Organizational**

- Navy Military Training (NMT)
- General Military Training (GMT)

2) **Advanced Qualifications**

- Watches
- Warfare Designation
- Leadership Continuum

b **Evaluation and Feedback**

1) **Skill Progression**

2) **Review Expectations**

3) **Professional Growth Milestones**

- Revision/Recommendation

4) **Personal Development Milestones**

- Revision/Recommendation

5. **Transfer/Relocation** – ENLTRANSMAN/OFFTRANSMAN

a **Detaching Command**

1) **Reverse Sponsor**

- ID Sponsor at gaining Command

2) **Spouse and Family Relocation Assistance**

- [Fleet and Family Support Center \(FFSC\)](#)
- [SECNAVINST 1754.6](#)
- [www.lifelines2000.org](http://www.lifelines2000.org)
- [www.staynavy.navy.mil](http://www.staynavy.navy.mil)

b **Gaining Command**

1) **Early Engagement** (Start with Step 1.)

6. **Separation/Retirement** – [OPNAVINST 1900.2](#)

a **Counseling**

1) **Individual transition Plan**

2) **Attend TAP**

- Retiring: 18-24 months prior to FLTRES/retirement
- Separating: 12 months prior to EAOS

3) **SBP/Veterans' benefits**

b **Spouse and Family Relocation Assistance**

1) [Fleet and Family Support Center \(FFSC\)](#)

2) [SECNAVINST 1754.6](#)

3) [www.lifelines2000.org](http://www.lifelines2000.org)

4) [www.staynavy.navy.mil](http://www.staynavy.navy.mil)

# ENLISTED PERFORMANCE REVIEW BOARD GRADE SHEET

Name: \_\_\_\_\_ Individual Trait Average (ITA): \_\_\_\_\_  
Rate/Last Name, First

AREAS FOR REVIEW	PT	MBR 1	MBR 2	MBR 3	MBR 4	MBR 5	MBR 6	MBR 7	MBR 8
<b>1. COMMAND IMPACT</b> -Job Difficulty -Deployment Tempo -Scope-of- Responsibility -Collateral Duties	<b>20</b>								
<b>2. COMMAND ACCOMPLISHMENT</b> -In-Rate Performance & Initiative -Out-of-Rate Performance & Initiative -Inspires, Motivates & Provides Purpose	<b>20</b>								
<b>3. HUMAN RESOURCE MANAGEMENT</b> -Leadership Officer/Enlisted Sailors -Direct/Indirect Influence -Management of Personnel Suppt Programs	<b>20</b>								
<b>4. COMMAND PHYSICAL READINESS</b> -Complies with Navy Readiness Program Requirement -Exceeds -Greatly Exceeds -Performs duties as CFL/ACFL/PT Coordinator Member of Command Fitness Team	<b>10</b>								
<b>5. GENERAL MILITARY KNOWLEDGE</b> -Understands roles/duties of command leadership -Supports chain-of-command -Embraces Navy Core Values -Understands Navy Protocols/traditions -Enforces and Meet Standards of Personal Conduct	<b>10</b>								
<b>6. CAREER EDUCATION</b> -Non-required Navy Schools -Correspondence Courses -General College Education & Degree Programs	<b>10</b>								
<b>7. COMMUNITY SERVICE</b> -Leadership/Management Positions -Active Involvement/Membership Positions	<b>10</b>								
<b>8. "WHOLE SAILOR" ASSESSMENT</b> -Ranking in both Technical and Military Knowledge -Strength of written Narrative -Performance Marks & ITA -Level of Advancement Recommendation -Marks/ITA/Narrative/Advancement Recommendation Match	<b>****</b>								
<b>GRAND TOTAL</b>	<b>100</b>								

NOTE: STANDARD DEVIATION AVERAGE +/- 10/10%

Total: \_\_\_\_\_  
Average: \_\_\_\_\_

## PROMOTION STATUS

SUBMITTED:	EP	MP	P	PRO	SP
RECOMMENDATION:	EP	MP	P	PRO	SP

## REMARKS:

# ADVANCEMENT-IN-RATE STUDY PLANNER

<b>"RATE" CAREER PATH</b>
<b>ADVANCEMENT EXAMINATION PROFILE SHEET</b>
<b>BIBLIOGRAPHY</b>
<b>ADVANCEMENT-IN-RATE REQUIREMENTS LISTING</b>
<b>MILITARY REQUIREMENTS LISTING</b>
<b>TEST DEVELOPMENT AND TAKING GUIDANCE</b>
<b>INDIVIDUALIZED STUDY</b>
<b>GROUP STUDY</b>
<b>MONTHLY TRACKER</b>
<b>WEEKLY TRACKER</b>
<b>DAILY TRACKER</b>
<b>REVIEW AND REINFORCEMENT TRACKER</b>
<b>YOUR PERSONALIZED AND TAILORED PLAN</b>

## HOW TO TAKE A NAVY ADVANCEMENT-IN-RATE EXAMINATION

1. Each test has a like number of A, B, C, and D answers. At the end of the test, take time to tally up your answers. If you're within a couple of answers of being "even" across-the-board, then you're in good shape on the examination.
2. Since there are a like number of answers, it's advisable to always answer questions you don't know with the same answer. For example, you may choose to use B. Let's say you don't know 30 questions on the test. If you answer all of the unknown questions with a B, you'll get 25% of those questions right just by guessing. So, you'll get at least 7 questions correct just by guessing. That's your minimum, and you may get even more of the questions correct.
3. If a question has an answer that is very complicated and longer than all of the other possible answers, your best bet is to mark that answer as correct.
4. In every question one of the answers, they're called distracters, is always incorrect. So, that narrows it down to three possibilities. Out of those three possibilities, two of them are very close in content. One is the correct answer, and the other is close but still not correct. The other possible answer is obviously incorrect. So, you now have it down to the two most likely answers to the question. At this point, it's 50/50.
5. Now, how do the distracters work? There are positive-valued distracters, which are answers that are incorrect, and the test takers who score the highest on the test choose by mistake. Then, there are distracters that don't work, which means no test taker chooses the distracter. In both of these cases, it's important to know that these questions will be invalidated in the final computation(s) for the examination.
6. In true and false questions, questions that contain absolutes - such as always or never - you can best bet they'll be false.
7. Questions which have all of the above, none of the above, or both A and B, your best money is on selecting those answers. More often than not, they'll be correct.
8. Look for patterns in your answers on the score sheet. If you've got an answer that's out of pattern, the odds are it's incorrect. Patterns exist because the test writer must make the test random by using formats such as: longest to shortest answer; shortest to longest answer; lowest number to highest number answer; highest number to lowest number answer; alphabetical order for answers; ascending/descending number order for answers. And, so on, and so forth.
9. Remember, that your first intuition(s)/inclination(s) on an answer(s) is/are correct 90% of the time; so, change your answers in a very sparing way. More often than not, when you change an answer, you'll change it to the wrong answer.
10. Take the/your full time on the test. Don't be in a hurry! In this case, haste makes waste!
11. Read each question thoroughly from beginning to end. Your first choice for the correct answer may be partially correct, and an answer that is more correct might follow.



12. It's next to impossible to write a test, where some answers aren't given away along the way by follow-on questions. So, always be on the lookout for answers to previous questions, which are contained in later test questions.
13. Now, did you know, that 1/3 of the questions on the test are new, 1/3 of the questions are from the previous test cycle, and 1/3 of the questions are from as far back as three to five test cycles. The questions are used as long as they remain valid.
14. In your final score on the test, you compete against the highest obtained score - the high scoring test taker - and the lowest obtained score - the low scoring test taker. So, study hard, and ensure your score is in the high 50's to 70's range. Also, be advised the test is scored by a "scattergram" and not by a "bell-shaped curve."
15. The Navy advancement-in-rate examinations are designed, so the more senior you become the more of the test you've previously seen - so you should score higher and do better over time. That advantage coupled with PNA points gives the more senior test takers a distinct advantage (if they study and apply themselves).

## ***HOW TO STUDY FOR A NAVY ADVANCEMENT-IN-RATE EXAMINATION***

1. Do study with a group of shipmates! If advancement-in-rate training is provided, I recommend you take advantage of the opportunity.
2. Be advised that Navy examinations are "skill application" driven. This means, they are designed for you to take OJT/schoolhouse training, and apply it in an academic and real-world environment.
3. Study for your examination in the same way you test! It's important to exercise the same "skill set," you will need for your examination. For example, design your study materials in multiple choice and true/false question format.
4. Place all of your questions/answers down on 3X5 cards and file them in the order of your study bibliography.
5. Use these 3X5 question-cards to study alone, or to do question and answer with your study group. Play a game of jeopardy with the study material.
6. Each person in the study group, should research a part of the bibliography. All of you should study your weakest areas first and longest and, then, you should refer back to the areas where you scored high on the previous examination.
7. Save all of your study materials for the next test cycle and share the training materials with your study group.
8. After the examination, immediately sit down and write down as many questions/answers as you can. Then, have your study group do the same. Compare, contrast, and expand on each other's list of questions and answers. Catalogue this information and use it for your preparation(s) before the next advancement-in-rate examination.
9. Working as a study group/team will prepare you and your shipmates for success on even the most difficult Navy examination.

# Sample Profile Information Form (Effective 27 Jul 00)

## DEPARTMENT OF THE NAVY

NAVAL EDUCATION AND TRAINING PROFESSIONAL DEVELOPMENT AND TECHNOLOGY CENTER  
6490 SAUFLEY FIELD ROAD, PENSACOLA, FL 32509-5240

FROM: COMMANDING OFFICER PRESENT RATE EXAM RATE GROUP CLASS CYCLE SERIAL NO. DATE UIC CODE  
TO: SEAMAN ABLE BLY 123456789 RM2 RM1 USN 171 1593422 MAR01 68073 QD  
SUBJ: EXAMINATION PROFILE INFORMATION

FINAL MULTIPLE FACTOR SCORE BREAKDOWN	EXAM STANDARD SCORE	PMA (Eval Avg)	Serv. In Pay Grade (YYMM)	Length of Serv (YYMM)	Awards	PNA Points	Your Final Multiple	Minimum Multiple Req'd
YOUR multiple broken down by each factor	49	90.8 (3.68)	34.00 (0800)	----	7	5.0	185.8	220.33
AVERAGE of candidates advanced in your rate	65	103.4 (3.89)	32.43 (0710)	----	9	16.4	PAGE:	
PNA POINT BREAKDOWN				CYCLE 168	CYCLE 167	CYCLE 164	CYCLE 163	CYCLE 160
PNA POINTS EARNED FROM YOUR PREVIOUS EXAMS/PMAs THAT WERE APPLIED TO THIS EXAM'S FINAL MULTIPLE SCORE				0.5	0.5	0.5	1.0	0.0
PNA POINTS EARNED FROM THIS EXAM ADMINISTRATION THAT WILL APPLY TOWARD YOUR FMS ON THE NEXT EXAM				FROM EXAM STANDARD SCORE 0.5		FROM PMA 0.0		TOTAL 0.5

### EXAMINATION SCORE BREAKDOWN BY SECTION

NO.	TOPIC	NUMBER OF QUESTIONS	YOUR SCORE	YOUR %ILE	YOUR OVERALL PERCENTILE WAS 46. YOU SCORED HIGHER THAN 46 PERCENT OF THE CANDIDATES IN YOUR RATE WHO TOOK THIS EXAM.
1.	DATA BASE	12	5	79	
2.	DOCUMENTATION	12	5	50	
3.	COMPUTER OPERATIONS	12	6	58	
4.	NETWORKS	12	6	31	
5.	INFOSEC	11	4	31	Total number of exam questions may not always equal 150 due to deletions. Deleted questions result if equipment or procedures become obsolete between the time the exam is written and the time the exam is taken. Deletions do <u>NOT</u> change a candidate's chance for advancement. The standings are based on over 90% returned answer sheets. No change occurs with all returns in.
6.	ANTENNAS	12	3	16	
7.	EXTERNAL COMM SYSTEMS	12	6	50	
8.	SECURITY	15	9	76	
9.	CMS	12	5	34	
10.	COMM EQUIP	12	7	76	
11.	FLEET COMM	11	7	93	
12.	MILITARY REQUIREMENTS	15	4	4	

STATUS: PASS

CONTACT YOUR ESO FOR MORE INFORMATION ABOUT DATA USED FOR YOUR MULTIPLE CALCULATION. DO NOT USE THIS SHEET TO STUDY FOR THE NEXT EXAM. EXAM CONTENT VARIES FROM ONE EXAM SERIES TO ANOTHER. THIS SHEET CONTAINS THE TOPICS THAT WERE USED IN THIS EXAM ONLY AND MAY OR MAY NOT APPEAR ON FUTURE EXAMS.

## Final Multiple Score Chart (effective 27 July 2000)

EXAM		COMPUTATION	MAXIMUM POINTS and (%)		
FACTOR	PAYGRADE		E-4/5	E-6	E-7
Standard Score (SS)	ALL	Indicated On Exam Profile Sheet	80 (34%)	80 (30%)	80 (60%)
Performance	E-4/5	(PMA X 60) - 156	84 (36%)	110 (41.5%)	52 (40%)
	E-6	(PMA X 60) - 130			
	E-7	PMA X 13			
Service in Paygrade (SIPG)	E-4/5	(2 X SIPG) +15	30 (13%)	34 (13%)	
	E-6	(2 X SIPG) +19			
Awards	E-4/5 E-6	Values in Advancement Manual	10 (4%)	12 (4.5%)	
PNA Points	E-4/5 E-6	2 X PNA Pts From Last 5 Exam Cycles	30 (13%)	30 (11%)	
Max. FMS Possible (100%)			234	266	132

## Examination Profile Information Form

The primary purpose of the Examination Profile Information Form (called the profile form) is to provide advancement/selection board eligibility feedback to E-4 through E-7 candidates. Two profile forms are shown below, one for E-4/5/6 and another for E-7. The two forms are the same; they differ only in the data they provide to candidates.

The top of the profile form provides basic administrative information about the exam, such as the candidate's name, SSN, exam rate, etc. Just under the SUBJ line the candidate will find the following feedback about his or her exam performance:

### FOR E-4/5/6 CANDIDATES [Sample E4/5/6 Profile Form](#)

1. FMS (Final Multiple Factor Score) broken down by factors.
2. Minimum FMS required for advancement.
3. Average FMS factor breakdown of candidates who were advanced.
4. PNA (passed not advanced) points earned from past exam cycles—applied to candidate's FMS for **THIS** exam.
5. PNA points earned from this exam—will apply to FMS for **NEXT** exam.
6. Exam section breakdown of candidate's raw scores and relative standings compared to all other candidates who took this exam.
7. Relative standing for the whole exam compared to all other candidates who took this exam.
8. Exam status (pass/fail).

NOTE: Items (1) through (5) described above will not be shown for candidates who fail, participate for lateral conversion, or are discrepant. Items (1) through (8) will not be shown for candidates who are invalidate

### FOR E-7 CANDIDATES [Sample E7 Profile Form](#)

1. FMS broken down by factors.
2. Minimum FMS required candidates who were selection board eligible (SBE).
3. Average FMS factor breakdown of candidates who were SBE.
4. Exam section breakdown of candidate's raw scores and relative standings compared to all other candidates who took this exam.
5. Relative standing for the whole exam compared to all other candidates who took this exam.
6. Exam status (pass/fail).

NOTE: Items (1) through (3) described above will not be shown for candidates who fail, participate for lateral conversion, or are discrepant. Items (1) through (6) will not be shown for candidates who are invalidated.

## A PROFILE FORM MYTH

There are many myths about examinations. Unfortunately, they are shared by misinformed Sailors and often lead to unfocused exam study. One of the most common myths is the one discussed below. Like all the others, this one is untrue:

***"The profile form tells candidates what they should study for the next exam;***

***therefore, profile forms should be used as the basis for exam study programs."***

The profile form is intended to provide feedback to a candidate on how he or she performed on the exam compared with others of the same rating (e.g., a BM3 compared to all other BM3 test takers who took the same exam). That's it! The next exam will NOT have all the same questions. There are no shortcuts!

For the next exam, candidates should always study the references listed in their BIBs because BIBs list the references used by the exam writer to support the exam. Of course, the questions will not come directly out of the BIBs; but, along with experience the prepared candidate should have, the BIBs will add additional information.

Does it hurt to know how you did on the last exam when you are planning your exam study? Not a bit. Exam writers test the major subject matter of their ratings. Major subject matter (shown as sections on the profile forms) will reappear from time to time. But not the same questions! Use past profile information as just another piece of information to help you organize your study plan. But don't get trapped into thinking the profile form provides the questions or answers. It doesn't.